

# How Stages Aligns with the LAUSD Standards

## Language Arts Standards — Grade Three

LAUSD Standards	Stages Skills Assessed
28. Listen actively to gather information and respond appropriately.	<b>Stage Five: Problem Solving</b> <i>Mystery Shape, Mystery Person</i> Use detailed clues about features and characteristics to identify a mystery object or person.
29. Demonstrate oral language skills of pace, volume, emphasis, pronunciation, audibility, and appropriate choice of words.	
30. Use various reading strategies such as phonics, pictorial context, grammatical and context clues to read with accuracy, fluency, and comprehension.	<b>Stage Seven: Making Words</b> <i>High-Frequency Words</i> Read a story presented with graphical context clues. Answer comprehension questions.
31. Retell, make predictions, make inferences, and evaluate passages from culturally diverse literature and other reading materials.	
32. Use correct spelling, grammar, usage, sentence structure, capitalization, and punctuation for clarity in finished written products.	<b>Stage Seven: Making Stories</b> <i>Writing Stories</i> Use correct spelling, grammar, usage, sentence structure and punctuation to describe a picture.
33. Use a variety of writing processes including prewriting, drafting, evaluating, revising, editing, and publishing, with teacher assistance to develop and express ideas.	<b>Stage Seven: Making Stories</b> <i>Spelling and Grammar</i> Demonstrate the ability to revise and edit sentences for correctness and clarity,
34. Write in simple paragraph form, supporting a central idea with relevant facts and details for various purposes and audiences.	<b>Stage Seven: Making Stories</b> <i>Writing Stories</i> Write a paragraph supporting a central idea with relevant facts and details for various purposes and audiences.
35. Gather information for a report using sources such as interviews, questionnaires, computers, and library/multimedia centers.	
36. Identify conflicts and points of view in grade-appropriate literature and suggest solutions to similar problems in everyday situations.	

# How Stages Aligns with the LAUSD Standards

## Mathematics Standards — Grade Three

LAUSD Standards	Stages Skills Assessed
<p>37. Apply the basic operations (addition, subtraction, multiplication, and division) using whole numbers and simple fractions (halves, fourths); use rounding to the tens, hundreds, and thousands as an estimation strategy to check the reasonableness of results.</p>	<p><b>Stage Five: Mathematics</b>  <i>Math Facts, Word Problems, Fractions</i>            Compute basic math problems presented in isolation, in word problems, and in stories.</p>
<p>38. Use appropriate non-standard and standard measurement systems and measurement tools (rulers, scales, thermometers, clocks, money, etc.) to estimate or directly measure length, capacity, weight, mass, area, volume, time, temperature, and monetary value.</p>	<p><b>Stage Five: Mathematics</b>  <i>Geometry</i>            Compute the perimeter, area, and volume of 2- and 3-dimensional shapes.</p>
<p>39. Express the appropriate operation symbols (+, -, x, ÷, =, &gt;, &lt;) and find missing numbers to make a true mathematical sentence; show how the basic arithmetic operations are related.</p>	<p><b>Stage Six: Using Money, Telling Time</b>  <i>Using Money, Telling Time</i>            Identify coins, compare money equivalents, and count change. Read analog and digital clocks to the nearest quarter hour.</p>
<p>40. Use the geometric concepts of space and form to construct, describe, and compare the properties of one-, two-, and three-dimensional figures such as line segments, circles, simple polygons, and solids.</p>	<p><b>Stage Five: Mathematics</b>  <i>Word Problems, Geometry, Fractions</i>            Use the correct operation to solve mathematical problems.</p>
<p>41. Create and use discrete structures such as sets, graphs, tables, and diagrams to find possible combinations and arrangements of countable items (for example, how many combinations of outfits are possible given three different shirts and three pairs of pants?)</p>	<p><b>Stage Five: Mathematics</b>  <i>Geometry</i>            Compute the perimeter, area, and volume of 2- and 3-dimensional shapes.</p>
<p>42. Predict outcomes and perform simple experiments (such as with dice and spinners) to check if predicted outcomes are reasonable; identify possible strategies to increase or decrease the likelihood of a predicted outcome (such as a raffle drawing).</p>	<p><b>Stage Five: Problem Solving</b>  <i>Number Guess</i>            Develop a strategy to increase the likelihood of guessing a random number within a given range using greater than/less than clues.</p>

# How Stages Aligns with the LAUSD Standards

## Mathematics Standards — Grade Three, continued

LAUSD Standards	Stages Skills Assessed
43. Collect, organize, and interpret statistical data in charts, tables, and bar graphs; formulate and solve problems using data to make appropriate and useful decisions.	<b>Stage Five: Mathematics</b> <i>Charts and Graphs</i> Interpret statistical data in charts and bar graphs in order to answer questions.
44. Select and use appropriate technology, such as calculators and computers with software models to solve problems; develop and apply strategies to solve problems and explain solutions using hands-on materials, trial and error, analysis of patterns and sequences, and arithmetic reasoning.	<b>Stage Five: Problem Solving</b> <i>Word Play, Number Guess, TicTacToe, Mystery Games</i> Develop and apply strategies to solve problems.
45. Interpret and use logical statements that contain expressions such as "and," "or," "if... then," "all," "some," "none," "not," and "out of," to make reasonable inferences.	<b>Stage Four: Mathematics</b> <i>Continue/Fill In Patterns, Create Patterns</i> Analyze patterns and sequences in order to continue them or fill in missing components.
46. Make connections among mathematical concepts and relate them to concepts in other content areas and in daily life.	<b>Stage Five: Problem Solving</b> <i>Mystery Games</i> Interpret logical statements that contain expressions such as “all” and “not” in order to identify a mystery shape or person.
47. Compare the use of various number systems (for example, Hindu-Arabic, Roman, tally, etc.) from different historical periods.	<b>Stage Five: Mathematics</b> <i>Fractions, Word Problems</i> Solve mathematical problems that are presented in the context of activities of daily life, such identifying a fraction of a pizza or counting change.
48. Use oral and written language, drawings, and mathematical symbols and terms to communicate understanding of mathematics.	<b>Stage Seven: Making Stories</b> <i>Writing Stories</i> Use written language and an illustration to communicate about mathematical concepts.

# How Stages Aligns with the LAUSD Standards

## Language Arts Standards

### LAUSD Standards-Based Instructional Model

#### A Family Gathering

Subject/Course: Language Arts      Grade Level: 3      Standard #(s) 32, 34


(What students should be able to do) Use correct spelling, grammar, usage, sentence structure, capitalization, and punctuation for clarity in finished written products. Write in simple paragraph form, supporting a central idea with relevant facts and details for various purposes and audiences.

#### Culminating Task:

Write a descriptive paragraph using the following prompt: Imagine that during summer vacation your family went on a picnic. Tell why your family had the picnic, and describe the picnic and the place you went so the readers can see it in their minds. Include detailed descriptions of the imagined event by addressing questions such as: what did you see, smell, hear, taste, and touch? Give your paragraph an interesting title. Illustrate your paragraph. Use this paragraph to make a class book.


### Related Stages Assessment Activity


#### Stage Seven: Writing Stories



Done

Print





We had a birthday party at school today for Sara. We could smell the pizza before it came. The soda was cold and tasted good. After the pizza we had chocolate cake. We sang a song to Sara. It sounded pretty nice. Then she blew out all the candles at once. It was fun.

# How Stages Aligns with the LAUSD Standards

## Mathematics Standards

### LAUSD Standards-Based Instructional Model

#### Math Story

Subject/Course: Math

Grade Level: 1

Standard #(s) 37


(What students should be able to do) Apply the basic operations (addition, subtraction, multiplication, and division) using whole numbers and simple fractions (halves, fourths); use rounding to the tens, hundreds, and thousands as an estimation strategy to check the reasonableness of results.


Instructional Activities:

- Describe the comic strip held up by the teacher. (1) a baker with a cookie tray of ten cookies (five and five) with a mouse in the corner, (2) mouse takes two cookies, (3) the mouse takes two more. Discuss the numbers involved.
- Solve part-part-whole subtraction stories. Find how many are hidden if you know the whole and the answer. Draw the answer. Solve problems that involve finding how many are left.


### Related Stages Assessment Activity

#### Stage Five: Mathematics: Computation: Word Problems





Wanda has 1 sister and 1 brother.  
Including mom and dad, how many  
people are there in the family?



1

2

3

4

5

6

7

8

9

10

# How Stages Aligns with the LAUSD Standards

## Mathematics Standards

### LAUSD Standards-Based Instructional Model

#### Pattern Quilt

Subject/Course: Math

Grade Level: 1

Standard #(s) 39

(What students should be able to do) Express the appropriate operation symbols and find missing numbers to make a true mathematical sentence; show how the basic arithmetic operations are related.

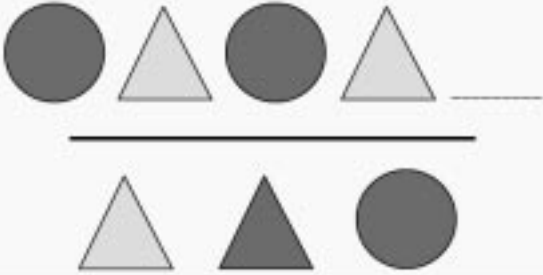
Instructional Activities:

- Identify what color comes next on the teacher's pattern model (clap, snap patterns, then color patterns with snap cubes).
- Create patterns using snap cubes, Link-Its, pattern blocks, drawing paper, crayons.

### Related Stages Assessment Activity

#### Stage Four: Math Readiness: Patterns: Fill In and Create

**Fill in the missing piece.**



**Pick some shapes to make a pattern.**

